



: Social Work Education

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EDUCATIONAL CONSULTANT APPOINTED TO CORRECTIONS PROJECT

On September 1, Edmund G. Burbank will join the CSWE staff as Educational Consultant on the project to strengthen social work education in relation to the preparation and use of social workers in the field of corrections. He comes to the Council from Pittsburgh, Pennsylvania, where, for the past four-and-a-half years he has been Chief Probation Officer, Criminal Court of Allegheny County. Prior to this assignment, Mr. Burbank was Executive Secretary of the Pennsylvania Prison Society in Philadelphia.



As Chief Probation Officer in Pittsburgh he created a true probation office that is doing effective work in prison rehabilitation, counseling and probation. He was responsible for a reorganization plan in 1956 within the criminal court which reclassified positions based on job descriptions; retirement on pension of those eligible; administrative integration of staff; upgrading and promotion on the basis of merit; and the operation of a budget effecting these reforms.

In 1958 Mr. Burbank was the recipient of the Pennsylvania Prison Society Award "in recognition of his notable contribution to the improvement of correctional service in the state of Pennsylvania."

He holds an undergraduate degree from Yale College where he was elected to Phi Beta Kappa and attended Yale University Graduate School as an Abernethy-Foote-Bidwell Fellow in History. He has an M.S.W. degree from the School of Social Work, University of Pennsylvania where he later taught casework from 1947 to 1951.

As the Consultant on Corrections, Mr. Burbank will continue the explorations undertaken by Dr. Eileen Younghusband, who was a member of the Council staff for three-and-a-half months to the middle of May 1960. He will provide consultation to the graduate schools of social work on the matter of the correctional components in a generic program and how the total content should be distributed between classroom teaching and field practice. As a major part of his assignment, Mr. Burbank will concentrate on the inter-university relationships in particular with law, sociology, and criminology faculties.

His field trips will involve cooperation with other agencies and in the collection, collation and distribution of materials and planning of and participation in institutes. The knowledge gained and materials made available will be shared with and used by the other CSWE educational consultants. The development and maintenance of satisfactory field placements as a key to strengthening social work education in the correctional field will be explored as part of the project. The project can make a major contribution to the field of corrections by helping to clarify the responsibility of the social work profession to help personnel without full professional qualifications, as well as analyzing in realistic terms what is involved in large-scale planning to prepare them more adequately for their tasks.

COMMISSION ON ACCREDITATION REPORTS ACTIVITIES

The Commission on Accreditation concluded its third meeting of the fiscal year in June in Atlantic City. Under the chairmanship of the Reverend Felix P. Biestek, the Commission this past year reaffirmed accredited status of the schools of social work at the University of Buffalo and Rutgers University.

In cooperation with all the graduate schools of social work in CSWE membership the accrediting questionnaire was revised. It is now more useful to the schools as a self-study outline in the preparation of materials. The questionnaire requests only material which is relevant to Commission action.

In January 1960 the Commission sponsored an institute of twenty people for the preparation of evaluation team members. The Commission expects to evaluate the experience of team members and will sponsor another institute in 1962 in order to enlarge the roster of evaluation team members.

The periodic evaluation plan is being initiated in 1960-61. Six or seven schools will be scheduled each year. To the extent possible these periodic evaluations will be carried out in conjunction with regional accrediting bodies.

DR. TYLER LEADS NATIONAL CURRICULUM WORK SHOP

A week of intensive sharing of knowledge and experience in the Curriculum Workshop under the leadership of Dr. Ralph W. Tyler, Director, Center for Advanced Study in the Behavioral Sciences, proved a high point for social work educators in learning together how to build a curriculum. As the participants separated to go in four directions to their schools of social work, over and over again were heard such comments as "This was the finest professional experience I've ever had"; "...the most significant workshop ever attended"; "the program with its balanced structure was valuable and stimulating."

This national Workshop, during the week of June 13, 1960, was designed to provide one faculty member from each of the accredited graduate schools of social work with a concrete learning experience in curriculum organization and development. It was made possible through a grant from the National Institute of Mental Health. Participants had a real sense of accomplishment by using their own materials to formulate educational objectives and design relevant learning experiences according to the Tyler method. While the participants felt great satisfaction in a sense of living through a fine experience, they were also aware that this was only the beginning of a process of continuing study. They recognized their responsibility for imparting these experiences to other members of their faculty.

Dr. Tyler opened the first general session with an overview of this methodology and then moved into consideration of the nature of educational objectives and appropriate learning experiences. His method encompasses four major elements: (1) selecting and formulating educational objectives, (2) designing learning experiences to achieve the stated objectives, (3) organizing the learning experiences in sequential order to achieve progression in learning and to foster integration of all parts of the curriculum, and (4) evaluating results in student learning.

CSWE CO-SPONSORS CORRECTIONS WORK SHOP

A workshop on training for probation services in juvenile courts was held June 26 through June 30 at Haven Hill Lodge, Michigan. It was jointly sponsored by the U. S. Children's Bureau, the Council on Social Work Education, the National Probation and Parole Association (now, National Council on Crime and Delinquency) and Wayne State University School of Social Work, and financed by the Ford Foundation.

It was attended by 24 selected people who were either probation officers, persons related to training of juvenile probation officers or faculty from graduate schools of social work and university undergraduate departments concerned with curriculum development in this area. The workshop was staffed by Mrs. Alice Lowe and Mr. Pat Mancini of the Children's Bureau and Dean Charles Brink of Wayne State University School of Social Work.

In advance of the Workshop each participant sent in three objectives in his own teaching area, which enabled Dr. Tyler to use social work educational objectives as illustrations in his theoretical presentation. The members of the Workshop were then divided into small working groups according to the area of their responsibilities. During three days of working in these small groups, they designed learning experiences for the achievement of selected educational objectives. On the fourth day the members were reassigned to discussion groups in which all teaching areas were represented, so that each group simulated a faculty of a school of social work. This permitted interaction on continuity, sequence and integration of all areas of the curriculum.

In addition to Dr. Tyler as Workshop leader, 58 graduate schools of social work in the U. S. and Canada were represented, a training specialist from the National Institute of Mental Health and 4 CSWE staff members. Special thanks are accorded to the University of Illinois and to Marietta Stevenson for providing Allerton House as the setting for the Workshop and in supplying clerical assistance during the week.

The success of the Workshop was to a large extent due to the advance work accomplished by the Planning Committee, composed of Alice Taylor Davis, Howard University; Goldie Basch Faith, University of Pennsylvania; Alfred Kadushin, University of Wisconsin; Kenneth Kindelberger, Syracuse University; Verl Lewis, University of Connecticut; Martha Waldstein, Simmons College; Katherine Kendall and Grace White, CSWE staff.

As an aftermath to the Workshop, participants will communicate this experience to their faculties. The possibility that regional workshops be set up has been suggested by some participants. CSWE is hopeful that such plans can be worked out, so that additional school faculty members can have the benefit of this kind of approach to curriculum building.

CORRECTIONS WORK SHOP

Using papers on training for probation officers prepared by Bernard Russell and Elliot Studt and a set of problems sent in by participants, the workshop took a new look at the job of Juvenile probation officers and the preparation needed.

The nature of the probation officer's job, including problems of use of authority and dealing with judges and attorneys, was discussed in some detail. The group also analyzed the respective contributions to the training of juvenile probation officers to be made by professional education in social work, undergraduate social welfare courses, in-service training, institutes, workshops, and on-the-job supervision. It was recognized that professional education is the most desirable preparation, but that the curriculum needs strengthening and opportunities for attaining this education need to be expanded.

BOOK REVIEW

PATTERNS OF PROFESSIONAL EDUCATION By William J. McGlothlin*

A book on professional education which includes social work is bound to be of interest to the faculties of schools of social work. The author has served on the Board of Directors and the Commission on Accreditation of the Council on Social Work Education and with other national bodies concerned with professional education. For several years he was the Associate Director of the Southern Regional Education Board where he met with educators and practitioners of many professions. Questions were raised among members of these groups as to methods used by allied professions in their efforts to produce more and better practitioners, some of which he could not answer. Mr. McGlothlin states in the Introduction that this experience largely stimulated him to embark upon this study. Among his present responsibilities as Vice-President of the University of Louisville are the development of the medical and dental schools and the downtown medical center of the university.

The author compares the educational systems of ten professions under such familiar headings as: aims of professional education, curriculum, methods of instruction, faculty and so forth. Medicine, nursing, law, clinical psychology, teaching and social work are classified as the "helping" professions as their focus is mainly on people, usually direct work with them. The other four professions included in the study are architecture, business administration, engineering and veterinary medicine. These are grouped as the "facilitating" professions to indicate their concern with supplying goods and services which benefit people, rather than direct help to them. His purpose is to describe rather than to evaluate. Hence social work educators who have long struggled with curriculum construction will find little that is new in respect to their particular problems. The value of the book for them lies in the perspective to be gained from a greater familiarity with questions which plague other professions. Only in the last chapter has Mr. McGlothlin departed from the descriptive method. Here he re-

* Published by G. P. Putnam's Sons, New York 1960. 288 pages, price \$6.75.

LASKER AWARD TO DR. EVELINE BURNS

Dr. Eveline M. Burns, Professor of Social Work at the New York School of Social Work, Columbia University, was named the recipient of the 1960 Florina Lasker Award. Dr. Burns will receive \$1,000 and a scroll. She is being cited as "an outstanding authority on social security systems throughout the world, who has played a leading role in the development of legislation in this important field of social welfare through her writings, teaching and consultative activities." The presentation was made by Dean P. Frederick Delli Quadri, New York School at a session of the National Conference on Social Welfare.

corded some personal reflections on the general nature and responsibilities of professional education and makes suggestions for further studies. In his final comments, he concludes that while education for each profession is different, the similarities are more significant. Differences in educational patterns are obviously seen in their curricula, instructional methods and other procedures growing out of their aims and objectives. Mr. McGlothlin also notes that they differ in their degree of sophistication and maturity, in their status within the university and their acceptance by the public. The similarities among the professions as stated by the author cannot be satisfactorily summarized in a brief review but are stimulating to read.

Mr. McGlothlin writes with clarity and precision. His discussion of the decision which every profession must make as to the relative emphasis to be placed on knowledge and skill will strike a responsive note in the minds of social work educators. He says: "This decision is never adequately concluded, because every addition of knowledge, every addition to skill, at some time or another knocks for entrance into the curriculum." He finds all professional curricula moving toward greater emphasis on knowledge and less upon skills for practice. In four pages he succinctly describes the place of field instruction in the social work curriculum. Throughout the comparison of different patterns of professional education his objectivity is sustained.

The brief quotations from Whitehead used to introduce each chapter are not only pertinent but serve to remind the reader that he might with profit renew his acquaintance with this late philosopher's writings on education. A tribute to Charlotte Towle's contribution to professional education is to be found in the fact that the author lists her book, The Learner in Education for the Professions, among the fifteen major studies included in his bibliography. As Ralph W. Tyler of the Center for Advanced Study in the Behavioral Sciences, Stanford, California, states in the Preface, this volume will interest and help those concerned with a re-appraisal of professional education.

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PUBLICATIONS OF INTEREST

These are not CSWE publications. Inquiries should be addressed to the persons or publishers specified at the end of each listed item.

American Degree Mills--A Study of Their Operations and of Existing and Potential Ways to Control Them by Robert H. Reid, American Council on Education, 1785 Massachusetts Avenue, N.W., Washington D.C. 1959. 100 pp. \$1.00.

The American Family System by Sister Frances Jerome Woods, C.D.P. Harper & Brothers Publishing, 49 East 33rd Street, New York, N.Y. 1959. 585 pp. \$6.50.

Casework Papers 1959 from the National Conference on Social Welfare. Presented at the 86th Annual Forum, San Francisco, California, May 24-29, 1959. Family Service Association of America, 215 Park Avenue South, New York 3, N.Y. 1959. 143 pp. \$2.50.

Character Disorders in Parents of Delinquents by Beatrice Simcox Reiner and Irving Kaufman, M.D. Family Service Association of America, 215 Park Avenue South, New York 3, N.Y. 1959. 179 pp. \$2.75.

Community Organization in Action--Basic Literature and Critical Comments. Selected and edited by Ernest B. Harper and Arthur Dunham. Association Press, 291 Broadway, New York 7, N.Y. 1959. 543 pp. \$7.50.

Economic Security for the Aged in the United States and Canada--A Summary by George M. Hougham, Research Director, Canadian Welfare Council, of the Report by Dr. Robert M. Clark prepared for the Government of Canada, and tabled in the House of Commons, March 5, 1959. Canadian Welfare Council, 55 Parkdale Avenue, Ottawa 3, Ontario, Canada. October 1959. 82 pp. \$1.50.

Financial Resources of the Aging--reported resources available to those aged 65 and over in meeting medical costs up to \$500 by Ethel Shanas, Ph.D. Helath Information Foundation Research Series 10. Health Information Foundation, 420 Lexington Avenue, New York 17, N.Y.

Group Methods in Supervision and Staff Development by Arthur C. Abrahamson, Harper & Brothers Publishing, 49 East 33rd Street, New York 16, N.Y. 1959. 201 pp.

In-Service Training and Reduced Workloads--Experiments in a State Department of Welfare by Edwin J. Thomas and Donna L. McLeod. Russell Sage Foundation, New York, N.Y. 1960. 129 pp. \$2.50.

Juvenile Delinquency--Its Nature and Control by Sophia M. Robison, Holt, Rinehart and Winston, 383 Madison Avenue, New York 17, N.Y. 1960. 546 pp. \$6.75.

Manual of Forms and Procedures for Use by Homes for the Aged prepared by the Social Service Department, Federation of Protestant Welfare Agencies, Inc. 251 Park Avenue South, New York 10, N.Y. 1959. 25 pp. 50¢.

Manual: The Use of the Group Research Project in Social Work Education by Helen M. Walker, The Press of Western Reserve University, Cleveland 6, Ohio. 1959. 16 pp.

Mental Retardation Content in the Social Work Curriculum, Proceedings of an Institute for Field Instructors and Campus Faculty, Sponsored by the Graduate School of Social Work of the University of Utah, March 27 and 28, 1959.

The New American Guide to Colleges by Gene R. Hawes. The New American Library of World Literature, Inc., 501 Madison Avenue, New York 22, N.Y. November 1959. 256 pp. 75¢.

The Pastor and Community Resources by Charles F. Kemp. Published for the Department of Social Welfare, National Council of the Churches of Christ in the U.S.A. The Bethany Press, St. Louis, Mo. 1960. 95 pp.

The Professional Houseparent by Eva Burmeister. Columbia University Press, New York, N.Y. 1960. 244 pp. \$4.00.

Retirement and Insurance Plans in American Colleges by William C. Greenough and Francis P. King. Columbia University Press, New York N.Y. 1959. 480 pp. \$8.50.

Standards in Public Assistance Administration. The Canadian Welfare Council, Public Welfare Division, 55 Parkdale Avenue, Ottawa 3, Ontario, Canada. November 1959. 8 pp. 10¢. Special rates for quantity orders.

The Significance of the Father--Four Papers Dealing with The Role of the Father in the Family and the Effects of his Absence. From the 1959 Biennial Meeting of the Family Service Association of America, Washington, D.C. 215 Park Avenue South, New York 3, N.Y. 1959. 78 pp. \$1.00.

Study Abroad--International Handbook Fellowships, Scholarships, Educational Exchange. XI. UNESCO, 1959-1960. 755 pp.

Theory Building in Social Work by Gordon Hearn. University of Toronto Press, Front Campus, University of Toronto, Toronto 5, Canada. 1959. 84 pp. \$2.00.

The Use of Group Techniques in the Family Agency--Three Papers from the 1959 Biennial Meeting of the Family Service Association of America, Washington, D.C. April 1959. Family Service Association of America, 215 Park Avenue South, New York 3, N.Y. 43 pp.

Volunteer Group Advisors in a National Social Group Work Agency by Daniel Thurasz. The Catholic University of America Press, Washington 17, D.C. 385 pp. \$6.00.

